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ABSTRACT

The harmonizing of occupational development with academic learning is not a passing fad. A primary aim of early 17th-18th century colleges was to supply regions with knowledgeable professional workers. The functional role of education continued to remain strong, as evidenced by the Morrill Act in 1862. The Smith-Hughes Act (1916), however, was an instrument of divisiveness separating the academic and vocational. The Vocational Education Act of 1963 gave new impetus toward reconciling general and vocational education . Its amendments provided many of the major dimensions for career education as did the Educational Amendments of 1972 and 1974. The College Board has responded to evolving laws and practices by providing and offering new dimensions of testing. Currently, the College Board is conducting a study that will include a listing of existing effective career education linkage systems in States, an identification and analysis of the most critical linkage areas, models of career education delivery systems, successful implementation approaches, and legislative recommendations. In conclusion, the career education movement needs liberal arts defenders and vocational/occupational development specialists; the labor/business/ industry community; Federal leadership; and the leadership of teachers, professors, and students. (EA)

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CAREER EDUCATION: RETROSPECT AND PROSPECT

by

Sidney P. Marland, President
College Entrance Examination Board
New York, New York

Distinguished Lecture Series No. 3
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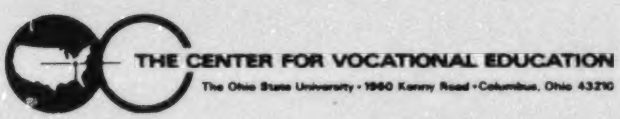

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

PREFACE

The purpose of The Center's Distinguished Lecture Series in Career Development is to present major, critical thinkers who will persistently challenge and stimulate the university, its colleges, departments and The Center, and the national community; to the ends that goals will be clarified, priorities will be more appropriately ordered, methods will be more effective, and human lives will be enriched.

The Ohio State University and The Center have selected Dr. Sidney P. Marland as its third annual distinguished lecturer in the series. This presentation and lecture series represents an expansion of the many valuable research services provided by the University and The Center. The Center and The Ohio State University feel that the contributions of Dr. Marland, and those to follow in the series, will provide an excellent means to further insure its mission of providing current and highly critical information to be used by educators at all levels for the improvement of existing and future educational programs.

Dr. Marland is a native of the state of Connecticut. He received his B.A. and M.A. degrees from the University of Connecticut, in 1936 and 1950, and his Ph.D. from New York University in 1955.

He holds honorary degrees from Bishop College, Denison University, Fairfield University, the University of Pittsburgh, New York University, Northwestern University, Rhode Island College, Ripon College and the University of Akron. He received in 1974 the Distinguished Public Service Award given by the Department of Defense.

Dr. Marland began his career in education as a teacher of English at William Hall High School in West Hartford, Connecticut, from 1938 to 1941. Service in the military during World War II followed in which he reached the rank of Infantry Colonel in the U.S. Army and was awarded the Distinguished Service Cross, the Bronze Star, and the Legion of Merit.

In 1948, Dr. Marland resumed his work in the field of education, holding the position of superintendent of schools of Darien, Connecticut until 1956. He continued as superintendent of schools in Winnetka, Illinois, from 1956 to 1963; and in Pittsburgh, Pennsylvania, from 1963 to 1968. From 1968 to 1970, Dr. Marland was president of the Institute for Educational Development, a nonprofit educational research cooperation in New York City.

In 1970, Dr. Marland was appointed U.S. Commissioner of Education. He served from 1972 to 1973 as the nation's first statutory Assistant Secretary for Education in the Department of Health, Education, and Welfare, and from 1970 to 1972 as United States Commissioner of Education.

During his tenure in Washington, Dr. Marland provided leadership in the development and implementation of the landmark higher education legislation of 1972, including the creation of the National Institute of Education, and the Fund for the Improvement of Post-secondary Education. He was also influential in the establishment of the Basic Educational Opportunity Grants Program designed to provide new grant assistance to students in need of financial aid for post-secondary education.

Dr. Marland's period of service in Washington saw a near doubling of the federal education budget, the elevation of federal concern for racial isolation, for the education of the handicapped, and the gifted and talented, and an increased efficiency and simplification of educational funding procedures. Prominent among the initiatives taken during his administration was the establishment of the career education movement as a high federal priority.

Dr. Marland was appointed president of the College Entrance Examination Board in November of 1973. As president, Dr. Marland directs a national nonprofit membership association of more than 2,000 colleges and universities, schools and school systems, and other educational associations cooperating to improve access to higher education.

Dr. Marland has been a visiting professor and lecturer at Harvard, Northwestern, and New York Universities and at the National College of Education. He was formerly a member of the Board of

Trustees of the University of Pittsburgh and Allegheny Community College. Other past affiliations include membership on the Visiting Committee of the Harvard Board of Overseers, and on the Boards of Directors of the National Merit Scholarship Corporation, the Joint Council for Economic Education, and National Educational Television. He was a member of two presidential advisory councils, one on the education of disadvantaged children, and another for the Office of Economic Opportunity. He served in 1967-68 as president of the Great Cities School Improvement Council and in 1965 as vice chairman of the White House Conference on Education.

Dr. Marland is currently a member of the Boards of Trustees of Educational Testing Service in Princeton, New Jersey, the American College of Life Underwriters, and the Thomas A. Edison Foundation. He is a member of the National Advisory Panel to the John F. Kennedy Center for the Performing Arts in Washington, D.C., the Council for the Progress of Nontraditional Study, and the National Chamber of Commerce Advisory Group of Scholars. He was appointed adjunct professor of educational administration at New York University in January 1974.

The author of numerous monographs, book contributions, and journal articles, Dr. Marland has recently completed a book on career education which was published by McGraw-Hill in the fall of 1974.

On behalf of The Ohio State University and The Center for Vocational Education, I take considerable pleasure in introducing Dr. Sidney Marland's address on "Career Education: Retrospect and Prospect."

Robert E. Taylor
Director
The Center for
Vocational Education

CAREER EDUCATION: RETROSPECT AND PROSPECT

by Sidney P. Marland*

At a recent international meeting of educational administrators in London, the topic being addressed was Research in Administrative Theory. One of the speakers at the appointed time opened his remarks by saying, "Since there are a number of practitioners in the audience, I have chosen not to approach my subject with a scholarly paper." It soon became evident that the speaker was incapable of producing a worthy message for either scholars or practitioners. I make no pretenses about my credentials for matching the scholarly quality of the corresponding papers preceding this one in 1973 and 1974 by such worthy champions as Eli Ginzberg and Ken Hoyt. But as an admitted practitioner, I hope to have a message useful to those of you who can justly claim scholarly credentials, as well as those who serve our profession in the vineyards.

Elliot Richardson when serving as Secretary of HEW used to say, "Where I stand depends upon where I sit." The place where I

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*Sidney P. Marland, president of the College Entrance Examination Board.

sit today is the College Board, from which vantage point I will treat two themes: the laws relating to vocational and career education, and the responses now being shaped in the College Board to relate to this increasing educational priority. The College Board is an association of 2,300 schools, colleges, universities, and state systems, serving several million students a year from middle school to adult education. The message of this paper is to view vocational and career education, both in nature and practice, in retrospect and prospect, from the vantage point of the College Board, and to examine the processes now in motion in that venerable institution so long identified as the fearsome gatekeeper of academe.

By odd coincidence, never remotely imagining myself a member of the College Board staff, to say nothing of its presidency, I served as a member of the Board-sponsored Commission on Tests back in 1967. At that time, the commission was conducting a detailed investigation of the Board's role in American education and making a series of suggestions and recommendations about how that role should change. My own particular concern then--as now--was to restore to education a balance between academic and occupational values. This was a time when attitudes toward vocational education had, in my view, reached an all-time low.

In a special paper written for the commission I urged "that an institution be created that would give to vocational-technical study (at secondary and post-secondary levels) the same level of

respect and prestige that the liberal arts studies now have, and would recognize (human) excellence in areas that are not now limited primarily to intellectual (excellence)."

My brief continued: "This is not an easy task in a society whose values have so brightly illuminated the virtues of higher education. This proposal is [illegible]ended to diminish the importance of the present academic p[illegible] On the contrary, it seeks to elevate the arts of the world of work to the level of the liberal arts as socially desirable goals for (all) students."

It is interesting to look back upon the work of that independent commission, charged with giving external counsel to the vast College Board, and to weigh its influence today. The commission asked for symmetry, between the individual learner and the institution. It asked for a redress of the dominant power of colleges and universities over the student, whether aspiring candidates or enrolled learners. Not surprisingly, James Coleman was a prime mover in that commission--and only a few years later, in 1973, we find him declaring in "Youth: Transition to Adulthood:"

> As the labor of children has become unnecessary to society, the school has been extended for them. With every decade the length of schooling has increased, until a thoughtful person must ask whether society can conceive of no other way for youth to come into adulthood. If schooling (as it is) were a complete environment, the answer would properly be that no amount of school is too much, and increased schooling for the young is the best way for the young to spend their increased leisure, and society its increased wealth. . . . But schooling, as we know it, is not a complete environment, giving all the necessary opportunities for becoming adult.

We were both asking for more balance between formal learning and experience in conventional work. Coleman, the scholar, and I, the practitioner had reached the same position by different roads.

Coleman continues:

> The absorption of adolescent time by the school has contributed greatly to the dominance of the student role among the many roles that a young person might have--The delaying of work until after the completion of schooling gives the adolescent no place in the work force.

One may wonder whether there is not a dichotomy, indeed, an internal contradiction when in the same breath one speaks of the College Board and career education. But if one is concerned about young people in this last quarter century of the 1900's one cannot escape the relatedness.

One of the earliest members of the College Board, in the first decade of this century, was Harvard, along with a dozen other men's and women's colleges and universities of high prestige. Indeed, the esteemed President Elliot took the trouble to travel from Cambridge to Trenton to plead eloquently before a meeting of the Association of Colleges and Secondary Schools of the Middle States and Maryland for adoption of the resolution establishing the CEEB. Harvard, however, notwithstanding its academic reputation, had its origin as a school dedicated to the development of vocations. As Steve Bailey reminds us, during Harvard's first 100 years, 75 percent of its graduates, as intended, entered the ministry.

This is to say again that career education is not an invention of the present decade. The harmonizing of occupational development with academic learning is not, as some declare, a passing fad. It is time, however, that we bring system and order, curricular strength, and philosophical unity to a condition that has been ad hoc, unsystematic, and not consciously and deliberately responsive to the lifetime needs of the learner.

Since the earliest days, our country has given high priority to providing education for the people, and to making it useful. The primary aim of these first colleges in the 17th and 18th centuries was not necessarily to increase the continental stock of cultivated men, but rather to supply its particular region with knowledgeable ministers, lawyers, doctors, merchants, and political leaders. These colleges tended to be at the very center of each colony's affairs, and to involve the partnership of academic and lay community leaders with great regularity. Again, career education's call for increasing this partnership is not new.

Through the years, as private and public educational institutions spread in the colonies and along the frontiers, the functional--or vocational--role of education remained strong, as witness the important passage of the Morrill (Land Grant College) Act in 1862 at a turning point in our history, in the midst of a war which at once divided and in many ways united the nation and its resources. Fundamental to this monumental legislation was the recognition of the academic and practical needs of the people, changing higher

education dramatically, and putting it in the midst of the agricultural and industrial affairs of the nation, and adding new respectability and purpose to the place of vocation in post-secondary education in America. The two complementary threads, academic and occupational, were articulated and wedded by the philosophy of the Morrill Act which set in place our great land grant university structure.

If we attempt to trace the source of divorcement between the academic and vocational threads that make up our educational history, I must count the Smith-Hughes Act (1916) as one of those instruments of divisiveness. I will not labor the point, but for all its great contributions, and self-evident worth, Smith-Hughes and its subsequent generations of federal law have, regrettably, legalized the divorce of vocation from academe. We seek now, and with some evidence of effect, a beginning toward reconciliation.

By the mid '60's, Congress began slowly and tentatively to ameliorate the sharp divisions imposed by Smith-Hughes. The Vocational Education Act of 1963 (U.S. Congress), which became operational only in 1965, continued the support of agricultural subjects, home economics, distributive education, and other traditional crafts, but gave new impetus to work-study programs, residential schools, area vocational programs and, happily, to general education as it could be tied to specific needs in vocational education. This was a step toward a breakthrough in the historic separation of academic and vocational education.

After two years' evaluation of this law by the Advisory Council on Vocational Education, Congress accepted some major recommendations for amendment and put them into effect in 1968. These changes provided many of the major dimensions for career education:

1. national and state advisory councils
2. research and training with emphasis on development of career programs
3. cooperative and work-study programs
4. focus on curriculum development and exemplary (model) programs.

And then came the Educational Amendments of 1972. Much of this historic legislation has already impacted heavily and constructively on American education. But one feature of this law remains closeted in the Executive and Congress, unnoticed, unfunded, and scorned. Let me read you a passage or two--as we now, in 1975, ponder the renewal and reform of the Vocational Education statutes and at the same time examine more closely today the unfolding message of career education's philosophy.

Public Law 92-318 (92nd Congress, June 23, 1972)

Part B, Occupational Education

> "For the purpose of carrying out this part, there are hereby authorized to be appropriated $100,000,000 for the fiscal year ending June 30, 1973, $250,000,000 for the fiscal year ending June 30, 1974, and $500,000,000 for the fiscal year ending June 30, 1975.
>
> (page 81)

> "The Secretary shall-
> "(1) provide for the administration by the Commissioner of Education of grants to the States authorized by this part;

"(2) assure that manpower needs in subprofessional occupations in education, health, rehabilitation, and community and welfare services are adequately considered in the development of programs under this part;
"(3) promote and encourage the coordinations of programs developed under this part with those supported under this part with those supported under Part A of this title, the Vocational Education Act of 1963, the Manpower Development and Training Act of 1962, title I of the Economic Opportunity Act of 1964, the Public Health Service Act, and related activities administered by various departments and agencies of the Federal Government; and
"(4) provide for the continuous assessment of needs in occupational education and for the continuous evaluation of programs supported under the authority of this part and of related provisions of law."

The Commissioner shall-
"(1) coordinate all programs administered by the Commissioner which specifically relate to the provisions of this part so as to provide the maximum practicable support for the objectives of this part;
"(2) promote and encourage occupational preparation, counseling and guidance, and job placement or placement in post-secondary occupational education programs as a responsibility of elementary and secondary schools;
"(3) utilize research and demonstration programs administered by him to assist in the development of new and improved instructional methods and technology for education and in the design and testing of models of schools or school systems which place occupational education on an equal footing with academic education;
"(4) assure that the Education Professions Development Act and similar programs of general application will be so administered as to provide a degree of support for vocational, technical, and occupational education commensurate with national needs and more nearly representative of the relative size of the population to be served, and
"(5) develop and disseminate accurate information on the status of occupational education in all parts of the Nation, at all levels of education, and in all types of institutions, together with information on occupational opportunities available to persons of all ages."

(page 82)

"Planning activities initiated under clause (2) of subsection (a) shall include-

"(A) an assessment of the existing capabilities and facilities for the provision of post-secondary occupational education, together with existing needs and projected needs for such education in all parts of the State;

"(B) thorough consideration of the most effective means of utilizing all existing institutions within the State capable of providing the kinds of programs assisted under this part, including (but not limited to) both private and public community and junior colleges, area vocational schools, accredited private proprietary institutions, technical institutes, manpower skill centers, branch institutions of State colleges or universities, and public and private colleges and universities;

"(C) the development of an administrative procedure which provides reasonable promise for resolving differences between vocational educators, community and junior college educators, college and university educators, elementary and secondary educators, and other interested groups with respect to the administration of the program authorized under this part; and

"(D) the development of a long-range strategy for infusing occupational education (including general orientation counseling and guidance, and placement either in a job or in post-secondary occupational programs) into elementary and secondary schools on an equal footing with traditional academic education, to the end that every child who leaves secondary school is prepared either to enter productive employment or to undertake additional education at the postsecondary level, but without being forced prematurely to make an irrevocable commitment to a particular educational or occupational choice; . . ."

(pages 83 & 84)

"(a) There is hereby established in the United States Office of Education a Bureau of Occupational and Adult Education hereinafter referred to as the Bureau, which shall be responsible for the administration of this title, the Vocational Education Act of 1963, including parts C and I thereof, the Adult Education Act, functions of the Office of Education relating to manpower training and development, functions of the Office relating to vocational, technical, and occupational training in community and junior colleges, and any other Act vesting authority in the Commissioner for vocational, occupational, adult and continuing education and for those portions of any legislation for career education which are relevant to the purposes of other Acts administered by the Bureau."

It seems to me that this largely unfulfilled document of law leaves very little unsaid on the subject of career education. One of its principal architects, that giant of educational vision in the Congress, Albert Quie, has said that indeed the statute might well have been called the Career Education Act. Unlike its historic forebearers in federal law, this law deals with all levels of education as distinct from the constraints imposed in the Vocational Education Act and its subparts to deal with secondary schools. It embraces all learning, including academic learning, putting aside the historic divorcement noted earlier. It carries respectable budgetary authorizations at the half-billion dollar level; and it rightly assigns major creative authority and initiative to the states. It calls heavily upon the lay community for counsel. It is, in my judgment, a sound base for the advancement of career education by any name--as the instrument for reforming our schools and colleges, which has so far eluded us.

Those who see career education as a threat to vocational education (and I believe their numbers are diminishing) should first confront this statute which sustains the state vocational advisory councils, and authorizes new funds of its own, under this act, as distinct from the diversion of vocational education funds from the traditional laws and programs. Those vocational educators who have thought deeply about career education have acclaimed it the best thing that has happened to vocational education in fifty-three years. I happen to agree. And I think it is time to put aside the

legalized divorce, and as we reach out for renewal of the laws, have the wisdom, creativity, and common sense to put the two together. The combined level of authorized funding would exceed a billion dollars--sufficient as a starter to make truly significant differences in schools and colleges--and especially, in the lives of our students.

The extended thread of career education law which found its place in the Amendments of 1974 gives further substance to the federal role, and, for the first time establishes the name and gives purpose to the concept. While this statute is nearly submerged in a cluster of miscellany under Part C of the 1974 Amendments, it does for the first time offer, along with the name, career education, a modest budget for the Office of Education to encourage continued planning and development activities in the states. Yet the 1974 law might well have been couched as an extension of the Occupational Education feature of the 1972 law, and both might well embrace the anticipated extensions of the Vocational Education Act. So long as our laws imply a separation of academic learning from occupational development, we will fall short of the ideals which career education addresses. We will, I regret to say, as a society, continue to scorn vocational education as "something different."

The law which established NIE, also in the 1972 Amendments, gave a tandem impetus to career education, as the singular specific program mandate in the total authorization. Ideally, the federal

role, sensitively managed, can and should take two broad responsibilities under this collection of law: (1) research and development, including evaluation and conceptual discipline and model building under NIE, and; (2) combined funding support of all occupationally related education by OE, at all levels of teaching, without the strings and trappings of legislated programs that have gathered bits and pieces of categorical federal control and constraint for over a half century.

Turning now to the College Board and its evolutionaly behavior, I would see it as a mirror, reflecting as it should the evolving laws and practices in the schools and colleges, especially over recent years, and with the future.

Coinciding with the beginnings of the great surge in college enrollments in the decade of the 1960's, the College Board began slowly to change and expand the relatively narrow focus of its basic admissions testing program to include more services and information for both younger and older students. The style and coverage of the board's national directory of colleges and universities (the College Handbook) were altered to include more and better information about the rapidly growing number of member institutions. The new and relatively inexpensive Preliminary Scholastic Aptitude Test was begun in 1959-60 to provide high school students with earlier guidance information. Later, the PSAT was combined with the National Merit Scholarship Qualifying Test to help reduce multiple testing in the secondary schools. In the same decade, two

new College Board programs were established, both representing important departures from the historic role of testing for selective admissions. The first, the College-Level Examination Program was designed for the emerging and as yet undefined population of nontraditional students, typically adults, and was based on the theory of offering academic credit for what a student had learned, no matter how or where he had learned it. After a slow start in the middle-1960's, CLEP caught on and by the early 1970's had begun to reach extensive national audiences of adults and of younger students, with an estimated 100,000 candidates in the 1975-76 year.

Equally important, the College Board developed and introduced another program of tests and measures aimed primarily at serving the two-year colleges and their students. The Comparative Guidance and Placement Program (CGP) represented another move away from selective testing and offered a new dimension of measuring skills, aptitudes, and abilities in career fields.

As I have suggested earlier, the Commission on Tests, an independent group of scholars, administrators, and researchers, worked from 1967 to 1970 to produce its two-volume report bearing on suggested changes in the direction and emphasis of the College Board's work. As a result of this report the board did introduce additional new activities and modifications in existing programs, designed to extend and diversify the information flow for students of all ages. It also introduced new services to aid colleges and state education agencies in their management and long-range planning work.

Among these developments, the Student Descriptive Questionnaire (SDQ), has proved especially useful to students and to institutions, since it provides valuable additional information about a student's abilities, interests, and plans, including career aspirations.

Also during the past five years, the College Board has developed another non-testing service that has been increasingly valuable to institutions of higher education in a period of relatively stable enrollments--the Student Search Service, a computer-based operation that can be tailored to meet each institution's needs and specific requirements in a given year. This service endeavors to match institutions and candidates, with the initiative resting upon the student, backed by a computer.

However, probably the most important development of the 1970's affecting career education has been that of the Decision-Making Program and its related services. Originally focusing on younger students, at perhaps the junior high level, the program and its concepts have now been extended to include secondary students at every level, as well as adults in many walks of life. The reception of our course of study in Decision-Making in schools and education agencies throughout the country has been gratifying. Plans are now under way to offer additional dimensions of this program to aid teachers and counselors who want to relate decision-making to the career education curriculums.

Within the past year, the College Board has taken two additional and integrally related steps toward becoming a significant force in career development during the remainder of this decade, and, perhaps, on into the 1980's. During my short time at the College Board I have come to respect and value the power and influence of this voluntary organization of schools and colleges to affect education and society in a positive way. I would not underestimate at this point the need for such voluntary groups and agencies, as distinct from government, to act with vigor and dispatch to help institutions, students, and their mentors to move in directions that will bring about basic changes in educational thinking and planning--reform if you will--in career development as an essential component of all educations.

The first development to which I allude consists of a state-level study of career education being conducted by the board, and now in the final stages of its ten-month duration. Supported by a grant from the National Institute of Education, this project is reviewing and analyzing many existing state career education models and strategies for coordinating and implementing career education programs in states throughout the country.

The study is exploring a number of barriers to full implementation of career education at the state level, such as those which impede the transfer of students from school systems to other learning situations; unnecessarily require the certification and credentialization of individuals for particular careers; segregate federal,

state, local, and private funds intended to finance the education and training of individuals at all age levels; divide academic and vocational curriculum in schools.

The anticipated outcomes of the project include a listing of existing effective career education linkage systems in states, an identification and analysis of the most critical linkage areas, models of career education delivery systems, and approaches for successful implementation of such systems, including recommendations for legislation.

Through cooperation from the several states, and a broadly representative advisory committee, this linkage study has progressed most favorably in the last several months.

We have in the course of this study come to realize how very important the role of the several states is in the advancement of this reform. We have come to appreciate the importance of the federal role, as a source of developmental and technical assistance, and the need for this leadership to continue. We see career education nearly ready for significant federal funding following the R & D stage. We have come to believe that career education is, at present, best and most widely installed at the elementary level; less so at the secondary; significantly less so at the post-secondary level, except for community colleges.

The College Board, consistent with its by-laws which call for it to facilitate the guidance and counseling function of schools

and colleges, is attempting to come to grips with a concrete service to the process of career education. Under the NIE grant we have, as noted earlier, studied numerous institutions across the country to identify good linkages between schools and the workplace. Among those investigated and illuminated for replication are the University of Cincinnati, where the Career Dynamics Center has built upon the strong cooperative education program dating back to 1906. Mandatory work experience at Cincinnati in a number of occupational fields expresses the career education theme at the post-secondary level.

Another activity which we have examined and described for replication is the State Department of Education in Florida, where state law has brought local school boards into formal companionship with the Florida State Employment Service to facilitate and systematize job placement and follow-up after high school.

The list of worthy sites where career education is finding a prominent place is nearly endless. Just a few weeks ago, another of the founding members of the College Board, New York University, published its statement of goals for the next five years. Developed by a task force of faculty, administration, alumni and students, engaging literally hundreds of participants, the goals statement placed career development on an equal level of institutional priority with increased academic excellence. The statement declared "an intensified responsibility for helping students relate their academic interests to practical career opportunities." The

statement embraced the needs of the nontraditional and adult learner, charging the university with responsibilities "to meet the needs of new groups seeking higher education, including increased numbers of people planning total chareer changes."

These patterns of institutional reform in process are the forces which push the College Board to find its enlarged place in the service of education, including career education.

At the elementary and secondary level we are engaged with designing new career education services for six states, and have joined in a consortium for experiemental and developmental trial, utilizing the background and tools of the familiar SAT, PSAT/NMSQT, Achievement Tests, and Advanced Placement, as foundations for new designs and instruments for facilitating the reality of career education as a state responsibility.

The states involved are Ohio, New Jersey, Minnesota, Louisiana, Georgia, and Maryland. All of these states have launched major programs in career education to prepare students for living and working in society. Along with the participants, the College Board has demonstrated willingness to invest significant sums of money for research and development of services and materials, in a cooperative exploration of ways to measure basic career competencies--those generalized skills and attitudes that all students should acquire before they leave high school.

Without exception, the first priority that these six states established for new and improved service to career education was specific curriculum material and faculty training in decision-making for career development. The College Board is now in the process of developing improved decision-making materials, designing teacher education workshops, and formulating new assessment instruments that will endeavor to serve counselors for all students, not solely those seeking higher education.

The College Board's close companion, Educational Testing Service, is also at work on fundamental research and development activities which bear directly upon career education, and which may find their way into the Board's services over time. SIGI, a system of computerized guidance services for reinforcing the counselor with many occupational related facts and values is now in advanced field test status. A new program at ETS called CAEL (Cooperative Assessment of Experiential Learning) is just what its name implies--a system for helping colleges and universities recognize important and measureable external experiences that can be equated responsibly with college credit. This is clearly in the career education spectrum of recognizing the worth of work as well as study. There are now 160 participating institutions involved with ETS in this experiment.

In summary, let me offer two or three recommendations to those of us who see the potential of a major reform in American education, and who have a hand in its implementation:

1. Let us set aside the narrow and self-serving differences over turf and power. There is ample room for vocational education to flourish as never before, and indeed, be in the vanguard of the career education movement, along with academic leaders and enlightened administrators. Let the teachers of academic subjects, the defenders of the liberal arts at all levels, welcome the specialists in vocational and occupational development as respected equals.

2. Let us, at long last, welcome the community--labor, business, and industry into the totality of education. They are willing, and we desperately need them--not at arms' length, but as full partners.

3. Let us give vigorous and unstinting support to the federal agencies, NIE and OE in particular, as they endeavor to harmonize the necessarily parallel thrusts of R & D on the one hand, and operational financial support and technical assistance on the other. To accept the leadership of the federal arm is not a submission to federal control.

4. Let us avoid constraining our prescriptive rules and stereotypes as to what career education is or must be. Let teachers and professors themselves help to invent it in their respective spheres of influence. For, like a poem or a painting, it can be different things to different people depending upon the beholder. We are in motion--some say to a degree that has not been known before in generations of American educational history. Let there be no high priest who claims to know all the answers about career education. Rather, as in all worthy social enterprises that have advanced our people, let those who must be the implementers, including the students, be the leaders, each in his or her own way. It is quite possible that at this point in this movement for reform the leadership is not limited to the conventional or traditional places of influence. It is quite possible that the discerning and demanding student, at this moment, especially in high schools and colleges, is the principal power source for better education for all.

RESPONSE TO REACTIONS

BY FREDERICK R. CYPHERT*

1. What are the research findings that suggest career education? Has there been sufficient R & D?

I doubt that any educational concept has had as much R & D attention in a period of four years as this one. Since 1971, federal funds alone, from OE and NIE, have exceeded $100 million, over and above the very substantial developmental funds invested by states and local systems, publishers, associations and individuals. The Center at Ohio State, alone, has managed career education R & D activities at the multi-million dollar level for over four years. Yet one may argue that no amount of R & D is ever sufficient--pragmatically assuming that all the evidence will never be in. School systems and colleges are moving ahead with what R & D evidence they have, and in doing so are contributing to the body of knowledge on the subject by trial and error. This is not necessarily bad R & D, either.

The findings are of two general kinds: the need and the implementation. Public opinion polls, resolutions of governing bodies, as well as surveys of student attitudes and interests place career education need at the top of the expectations of American people toward their schools and colleges. The implementation is essentially a process of curriculum design, model-building, evaluation, and dissemination. Every state has one or more models in place, along with curriculum development; nearly all states have established career education staff. Some states have already moved beyond the R & D stage toward state-wide implementation.

2. To whom is career education important?

Virtually everyone who values education, or needs it, or believes in its capacities to respond to individual and social needs.

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3. What is the role of the federal government? Should career education be "top down" or grass roots?

The federal government should continue to support and conduct R & D; to stimulate state and local experimentation and installation; to evaluate and disseminate effective programs; to provide funds for exceptional costs beyond the conventional level of state and local support; to give central analytic and conceptual leadership, especially directed toward teacher education--all without coercion. The initiative for installation must be grass roots.

4. Why is not the concept strong enough to proceed with state and local funding, without waiting for massive federal funding?

I think this is happening. Several states have enacted specific enabling legislation as well as appropriations. Others are proceeding within present authorities and funds. I see no sign of early "massive" federal support, but this seems not to deter the implementation process.

5. Is this the best vehicle for educational reform; are there not larger priorities to be met?

If we assume a major improvement in the motivation and self-awareness of learners of all ages, including disadvantaged people, I know of no better vehicle for reform, or larger priority. If there are better vehicles or larger priorities, I would hope to assist in their advancement.

6. What steps are needed to advance career education at the secondary level?

Teacher education and participation in the articulation of academic subject fields with occupational relationships; dissemination of exemplary curriculum materials (such as those developed by The Center) and organization models. A large new role is expected of high school counselors; training institutions and state systems, as well as professional organizations should share in defining and implementing that role.

7. Giving occupational development equal status with academic development may reduce both to mediocrity. The "scorn" attached to vocational education may be inherited by career education.

Some would say that our present performance in both categories is less than we would wish it to be. In any search for reform and improvement, which implies change, we take risks. The alternatives are to sit on our hands or to find better reform modes.

8. What makes us think that this "unifying theme" will work any better than the various unsuccessful "unifying themes" attempted in the past?

Because it is a concept which reaches all parts of education, and has more immediate understandable meaning to the learner, the consumer, the taxpayer. It lends itself to measurable and quantifiable outcomes. It does not suggest a prescriptive or dogmatic procedure or design.

9. Perhaps liberal education should change, and not expect only vocational education to change.

Could not agree more.

10. Career education stimulates diverse responses rather than unity.

There is a growing spirit of unity around the generalized concept. (See 8 above.) There is great diversity in its application, varying among levels of instruction (say grade three as compared with college freshmen); among learning environments (say urban as compared with suburban or rural, New Hampshire as compared with Arizona); among levels of government (say chief state school officers as compared with NIE researchers, or local classroom teachers). This diversity is wholesome, necessary and consistent with the historic patterns of educational practice in the United States. Unity by prescription, directiveness or coercion is alien to schooling in America, and had such a process been attempted career education would now have become another fad that passed.